RENCANA KETERCAPAIAN CAPAIAN PEMBELAJARAN LULUSAN (CPL)

PROGRAM STUDI S1 MANAJEMEN

Pedoman Penilaian dan Pengukuran Ketercapaian CPL Berbasis Outcome-Based Education (OBE)

Catatan penggunaan dokumen: kolom kiri memuat versi Bahasa Indonesia dan kolom kanan memuat versi Bahasa Inggris dengan isi yang setara. Rumusan CPL dan jumlah mata kuliah pendukung bersifat ilustratif dan wajib disesuaikan dengan Matriks Mata Kuliah-CPL pada kurikulum yang berlaku di Program Studi.

Pendahuluan

Pedoman Penilaian dan Pengukuran Ketercapaian Capaian Pembelajaran Lulusan (CPL) merupakan bagian dari implementasi kurikulum berbasis Outcome-Based Education (OBE) pada Program Studi S1 Manajemen. Pedoman ini menetapkan prinsip umum, alur, dan standar minimum pengukuran outcome pada tingkat Program Studi. Operasionalisasi teknis pada tingkat mata kuliah dituangkan dalam Rencana Pembelajaran Semester (RPS), perangkat asesmen, pedoman penskoran, dan rubrik. Dengan pembagian peran ini, pedoman berfungsi sebagai acuan bersama, sedangkan RPS menjadi kerangka praktis pelaksanaan penilaian pada setiap mata kuliah.

Ruang lingkup pengukuran difokuskan pada mata kuliah yang dikembangkan oleh Program Studi dan telah memiliki pemetaan Mata Kuliah-CPL pada kurikulum yang berlaku. Pedoman ini membedakan fungsi grading akademik dari outcome assessment. Keduanya dapat menggunakan bukti kinerja yang sama, tetapi memiliki tujuan pengolahan yang berbeda: nilai akademik digunakan untuk menentukan hasil belajar mata kuliah, sedangkan skor Indikator Kinerja (IK) digunakan sebagai data pengukuran ketercapaian CPMK dan CPL.

1. Dasar dan Landasan Pengukuran

Kurikulum Program Studi S1 Manajemen dikembangkan dengan pendekatan Outcome-Based Education (OBE). Pada tingkat Program Studi, CPL dibebankan pada mata kuliah melalui Matriks Mata Kuliah-CPL. Pada tingkat mata kuliah, CPL dijabarkan ke dalam Capaian Pembelajaran Mata Kuliah (CPMK) dan dioperasionalkan melalui Indikator Kinerja (IK) yang terukur. Pengukuran

GRADUATE LEARNING OUTCOMES (GLO) ACHIEVEMENT PLAN

UNDERGRADUATE PROGRAM IN MANAGEMENT

Guidelines for the Assessment and Measurement of GLO Achievement Based on Outcome-Based Education (OBE)

Note on terminology: CPL is rendered as GLO (Graduate Learning Outcome), CPMK as CLO (Course Learning Outcome), IK (Indikator Kinerja) as PI (Performance Indicator), and RPS as the Semester Learning Plan. The GLO statements and the numbers of supporting courses are illustrative and must be adjusted to the Course-GLO Matrix of the applicable curriculum.

Introduction

These Guidelines for the Assessment and Measurement of Graduate Learning Outcomes (GLO) Achievement form part of the implementation of the Outcome-Based Education (OBE) curriculum in the Undergraduate Program in Management. The guidelines establish the general principles, workflow, and minimum standards for outcome measurement at the study program level. Technical operationalization at the course level is set out in the Semester Learning Plan, assessment instruments, scoring guides, and rubrics. Under this division of roles, the guidelines serve as a shared reference, while the Semester Learning Plan provides the practical framework for conducting assessment in each course.

The scope of measurement focuses on courses developed by the Study Program that have already been mapped to GLOs in the applicable Course-GLO Matrix. The guidelines distinguish the function of academic grading from outcome assessment. Both may draw on the same performance evidence, but they serve different processing purposes: academic marks determine course learning results, whereas Performance Indicator (PI) scores serve as measurement data for CLO and GLO achievement.

1. Basis and Foundation of Measurement

The curriculum of the Undergraduate Program in Management is developed using the Outcome-Based Education (OBE) approach. At the study program level, GLOs are assigned to courses through the Course-GLO Matrix. At the course level, GLOs are elaborated into Course Learning Outcomes (CLO) and operationalized through measurable Performance Indicators (PI).

ketercapaian IK harus bersumber dari bukti kinerja mahasiswa yang diperoleh melalui asesmen yang direncanakan dalam RPS.

Rujukan normatif pedoman ini meliputi:

1. Peraturan perundangan dan standar nasional pendidikan tinggi yang berlaku, termasuk ketentuan mengenai Standar Penilaian Pembelajaran;
2. Kerangka Kualifikasi Nasional Indonesia (KKNI) Level 6 untuk lulusan program sarjana;
3. Pedoman penyelenggaraan pendidikan dan ketentuan pokok pengembangan kurikulum pada tingkat universitas;
4. Standar dan instrumen akreditasi program studi bidang ekonomi, manajemen, dan bisnis;
5. Profil Lulusan dan rumusan CPL Program Studi S1 Manajemen pada kurikulum yang berlaku.

Pedoman Program Studi ini tidak menggantikan ketentuan akademik universitas, melainkan mengoperasionalkan keterhubungan antara outcome, RPS, asesmen, bukti kinerja, nilai akademik, skor IK, ketercapaian CPMK, ketercapaian CPL, dan Continuous Quality Improvement (CQI).

2. Tujuan Pedoman

1. Menetapkan prinsip yang sama dalam merancang penilaian berbasis outcome pada seluruh mata kuliah Program Studi;
2. Memastikan setiap IK memiliki bukti kinerja, instrumen asesmen, serta pedoman penskoran atau rubrik yang jelas;
3. Menjelaskan hubungan antara nilai bukti kinerja mahasiswa, nilai akademik mata kuliah, skor IK 1-5, ketercapaian CPMK, dan ketercapaian CPL;
4. Memisahkan fungsi grading akademik dari outcome assessment tanpa melakukan penilaian ganda terhadap mahasiswa;
5. Menjamin keterlacakan data sehingga hasil CPL dapat ditelusuri sampai pada mata kuliah, CPMK, IK, instrumen, bukti kinerja, dan hasil penskoran;
6. Menyediakan dasar yang konsisten bagi evaluasi program dan CQI.

3. Prinsip Pengukuran

Measurement of PI achievement must be derived from student performance evidence obtained through assessments planned in the Semester Learning Plan.

The normative references for these guidelines include:

1. Applicable national higher education regulations and standards, including provisions on Learning Assessment Standards;
2. The Indonesian National Qualifications Framework (KKNI) Level 6 for bachelor's degree graduates;
3. University-level education administration guidelines and core provisions on curriculum development;
4. Accreditation standards and instruments for study programs in economics, management, and business;
5. The Graduate Profile and GLO formulation of the Undergraduate Program in Management under the applicable curriculum.

These Study Program guidelines do not replace university academic regulations; rather, they operationalize the linkage between outcomes, the Semester Learning Plan, assessment, performance evidence, academic marks, PI scores, CLO achievement, GLO achievement, and Continuous Quality Improvement (CQI).

2. Objectives of the Guidelines

1. To establish common principles for designing outcome-based assessment across all courses in the Study Program;
2. To ensure that every PI has identifiable performance evidence, an assessment instrument, and a clear scoring guide or rubric;
3. To explain the relationship between student performance evidence marks, course academic marks, PI scores (1-5), CLO achievement, and GLO achievement;
4. To separate the function of academic grading from outcome assessment without subjecting students to duplicate assessment;
5. To guarantee data traceability so that GLO results can be traced back to the course, CLO, PI, instrument, performance evidence, and scoring results;
6. To provide a consistent basis for program evaluation and CQI.

3. Measurement Principles

1. **Keterlacakan (traceability).** Setiap hasil pengukuran CPL harus dapat ditelusuri kembali pada mata kuliah, CPMK, IK, assessment point, instrumen asesmen, bukti kinerja mahasiswa, dan hasil penskorannya.
2. **Berbasis bukti langsung.** Ketercapaian terutama ditentukan dari bukti kinerja mahasiswa pada tes, tugas, proyek, studi kasus, simulasi bisnis, praktik, presentasi, portofolio, observasi, atau asesmen lain yang relevan.
3. **Selaras dengan outcome.** Bentuk dan instrumen asesmen dipilih berdasarkan kemampuan yang harus didemonstrasikan pada CPMK dan IK, bukan semata-mata berdasarkan kebiasaan penggunaan UTS, UAS, atau tugas.
4. **Satu kemampuan utama per IK.** IK dirumuskan dengan satu kinerja utama yang terukur agar bukti dan skor ketercapaiannya tidak ambigu.
5. **Asesmen formatif dan sumatif memiliki fungsi berbeda.** Asesmen formatif digunakan untuk latihan, umpan balik, dan penguatan; bukti final ketercapaian IK diperoleh pada assessment point yang ditetapkan dalam RPS.
6. **Konsisten antar-RPS.** Skala ketercapaian, prinsip penskoran, struktur rubrik, serta hubungan antara grading dan outcome assessment menggunakan pedoman yang sama pada seluruh mata kuliah Program Studi.
7. **Berkelanjutan dan berorientasi perbaikan.** Data ketercapaian dikumpulkan secara periodik dan digunakan untuk menemukan sumber kesenjangan serta menetapkan CQI berbasis data.

4. Kerangka Penilaian dan Pengukuran Ketercapaian CPL

Pengukuran CPL berangkat dari desain kurikulum dan dioperasionalkan melalui RPS pada tingkat mata kuliah. RPS merencanakan kapan kemampuan dibangun, kapan assessment point dilaksanakan, bukti kinerja apa yang harus ditunjukkan mahasiswa, instrumen apa yang digunakan, dan bagaimana bukti tersebut dinilai. Nilai bukti kinerja IK dalam skala 0-100 menjadi sumber yang sama bagi dua keluaran: nilai akademik mata kuliah dan skor ketercapaian IK 1-5 untuk outcome assessment.

Tahap	Rangkaian Proses
1. Perencanaan	CPL > Mata Kuliah Pendukung > CPMK > Indikator Kinerja (IK) > Rencana Asesmen dalam RPS
2. Penilaian Mata Kuliah	Pembelajaran & Asesmen Formatif > Assessment Point (Sumatif) > Instrumen Asesmen > Bukti Kinerja Mahasiswa > Pedoman Penskoran/Rubrik > Nilai Bukti Kinerja IK (0-100)

1. **Traceability.** Every GLO measurement result must be traceable back to the course, CLO, PI, assessment point, assessment instrument, student performance evidence, and its scoring results.
2. **Based on direct evidence.** Achievement is determined primarily from student performance evidence in tests, assignments, projects, case studies, business simulations, practicums, presentations, portfolios, observations, or other relevant assessments.
3. **Constructive alignment with outcomes.** The form and instrument of assessment are selected based on the capability that must be demonstrated in the CLO and PI, not merely on the habitual use of midterm exams, final exams, or assignments.
4. **One principal capability per PI.** Each PI is formulated around a single measurable principal performance so that its evidence and achievement score are unambiguous.
5. **Formative and summative assessments serve different functions.** Formative assessment is used for practice, feedback, and reinforcement; final evidence of PI achievement is obtained at the assessment points defined in the Semester Learning Plan.
6. **Consistency across course syllabi.** The achievement scale, scoring principles, rubric structure, and the relationship between grading and outcome assessment follow the same guidelines across all courses in the Study Program.
7. **Continuous and improvement-oriented.** Achievement data are collected periodically and used to identify the sources of gaps and to determine data-driven CQI actions.

4. Framework for Assessing and Measuring GLO Achievement

GLO measurement originates in curriculum design and is operationalized through the Semester Learning Plan at the course level. The plan specifies when capabilities are built, when assessment points take place, what performance evidence students must demonstrate, which instruments are used, and how that evidence is scored. The PI performance evidence mark on a 0-100 scale serves as the single source for two outputs: the course academic mark and the PI achievement score (1-5) for outcome assessment.

Stage	Process Sequence
1. Planning	GLO > Supporting Courses > CLO > Performance Indicators (PI) > Assessment Plan in the Semester Learning Plan
2. Course Assessment	Learning & Formative Assessment > Assessment Point (Summative) > Assessment Instrument > Student Performance Evidence > Scoring Guide/Rubric > PI Performance Evidence Mark (0-100)

3. Dua Keluaran	(a) Nilai Akademik: Bobot IK > Nilai Akhir MK (0-100) > Huruf Mutu. (b) Outcome Assessment: Konversi Nilai IK 0-100 > Skor IK 1-5 > Ketercapaian CPMK/CPL > Analisis & CQI

Pada tingkat Program Studi, skor IK yang direkam menjadi dasar pengolahan ketercapaian CPMK dan CPL sesuai mekanisme yang berlaku di universitas. Program Studi tidak menetapkan formula agregasi CPMK/CPL yang berbeda dari sistem institusi.

5. Kedudukan RPS sebagai Kerangka Praktis Penilaian

RPS merupakan dokumen operasional yang menghubungkan outcome dengan proses pembelajaran dan asesmen pada tingkat mata kuliah. Pedoman ini menetapkan prinsip umum, sedangkan RPS menerjemahkannya ke dalam rancangan praktis yang sesuai dengan karakter mata kuliah.

- RPS menunjukkan hubungan CPL-CPMK-IK dan memastikan seluruh IK terukur.
- RPS membedakan asesmen formatif dari assessment point sumatif. Tidak setiap pertemuan harus diberi bobot nilai.
- Satu assessment point dapat mengukur lebih dari satu IK apabila nilai bukti setiap IK dapat dipisahkan.
- Satu IK dapat diukur melalui lebih dari satu bukti apabila fungsi dan bobot setiap bukti ditetapkan sebelum pembelajaran.
- Bobot nilai akademik, bukti kinerja, instrumen asesmen, serta pedoman penskoran/rubrik harus dapat ditelusuri secara konsisten.

6. Standar Minimum Perencanaan Asesmen dalam RPS

Format teknis RPS dapat menyesuaikan template universitas dan karakter mata kuliah. Namun, secara substantif setiap RPS sekurang-kurangnya harus menyediakan informasi berikut:

Komponen	Fungsi Minimum
Rencana Penilaian Mata Kuliah	Menetapkan assessment point, CPMK/IK yang diukur, bentuk asesmen, bukti kinerja, dan bobot nilai akademik.
Bobot Penilaian IK	Menetapkan kontribusi nilai bukti setiap IK terhadap nilai akhir mata kuliah hingga total 100%.
Matriks Rencana Asesmen IK	Menunjukkan IK, bukti kinerja mahasiswa, instrumen asesmen, dan pedoman penskoran/rubrik.

3. Two Outputs	(a) Academic Mark: PI weight > Final Course Mark (0-100) > Letter Grade. (b) Outcome Assessment: Conversion of PI mark 0-100 > PI Score 1-5 > CLO/GLO Achievement > Analysis & CQI

At the study program level, the recorded PI scores form the basis for processing CLO and GLO achievement in accordance with the mechanism applicable at the university. The Study Program does not establish CLO/GLO aggregation formulas that differ from the institutional system.

5. The Semester Learning Plan as the Practical Assessment Framework

The Semester Learning Plan is the operational document linking outcomes to the learning process and assessment at the course level. These guidelines set out general principles, while the plan translates them into a practical design suited to the character of each course.

- The plan shows the GLO-CLO-PI linkage and ensures that all PIs are measurable.
- The plan distinguishes formative assessment from summative assessment points. Not every class meeting needs to carry a mark weighting.
- A single assessment point may measure more than one PI, provided the evidence mark for each PI can be separated.
- A single PI may be measured through more than one piece of evidence, provided the function and weight of each piece are determined before instruction begins.
- Academic mark weights, performance evidence, assessment instruments, and scoring guides/rubrics must be consistently traceable.

6. Minimum Standards for Assessment Planning in the Semester Learning Plan

The technical format of the plan may follow the university template and the character of the course. Substantively, however, each plan must at minimum provide the following information:

Component	Minimum Function
Course Assessment Plan	Establishes assessment points, the CLOs/PIs measured, assessment forms, performance evidence, and academic mark weights.
PI Assessment Weighting	Establishes the contribution of each PI evidence mark to the final course mark, totaling 100%.
PI Assessment Plan Matrix	Shows the PI, student performance evidence, assessment instrument, and scoring guide/rubric.

Kisi-Kisi Instrumen Asesmen	Menjadi spesifikasi pengembangan instrumen aktual dengan memetakan IK, materi/kemampuan, bentuk instrumen, dan indikator soal/tugas.
Perangkat Asesmen	Mencakup instrumen aktual (soal/kasus/performance task/simulasi bisnis), kunci jawaban/pedoman penskoran, dan/atau rubrik analitik sesuai karakter asesmen.

7. Assessment Point dan Bukti Kinerja

Assessment point adalah titik penilaian sumatif yang ditetapkan dalam RPS untuk memperoleh bukti ketercapaian satu atau beberapa IK. Assessment point tidak harus dilaksanakan pada setiap pertemuan. Pertemuan sebelum assessment point dapat digunakan untuk pembelajaran, latihan, asesmen formatif, umpan balik, dan penguatan kemampuan.

Setiap IK harus memiliki sekurang-kurangnya satu bukti kinerja yang dapat diidentifikasi. Pada konteks Program Studi Manajemen, bukti kinerja dapat berupa jawaban soal, analisis studi kasus bisnis, laporan analisis laporan keuangan, marketing plan, business plan, business model canvas, laporan riset pasar, model keuangan, laporan simulasi bisnis, policy/decision brief, presentasi manajerial, laporan magang, artikel ilmiah, atau hasil observasi kinerja.

Bukti kinerja berbeda dari instrumen asesmen: instrumen adalah perangkat yang diberikan atau digunakan untuk memunculkan bukti, seperti soal, kasus bisnis, performance task, project brief, skenario simulasi, atau lembar observasi.

8. Instrumen Asesmen dan Perangkat Penskoran

Instrumen asesmen disusun berdasarkan kisi-kisi yang telah dipetakan ke IK. Soal atau tugas aktual tidak harus dimuat dalam badan RPS, tetapi harus tersedia sebagai perangkat penilaian mata kuliah sebelum assessment point dilaksanakan.

Pedoman penskoran atau rubrik merupakan perangkat untuk menilai bukti kinerja mahasiswa. Untuk jawaban yang relatif objektif atau prosedural - misalnya perhitungan penganggaran modal, penilaian saham, atau peramalan permintaan - digunakan kunci jawaban dan pedoman penskoran. Untuk kinerja, produk, analisis, presentasi, atau kemampuan yang memerlukan judgment - misalnya rekomendasi strategi, rencana bisnis, atau kepemimpinan dalam kerja tim - digunakan rubrik analitik dengan deskriptor kinerja yang spesifik.

9. Nilai Bukti Kinerja IK sebagai Sumber Penilaian

Assessment Instrument Blueprint	Serves as the specification for developing the actual instrument by mapping PIs, material/capability, instrument form, and item/task indicators.
Assessment Toolkit	Comprises the actual instruments (questions/cases/performance tasks/business simulations), answer keys/scoring guides, and/or analytic rubrics appropriate to the assessment type.

7. Assessment Points and Performance Evidence

An assessment point is a summative assessment occasion defined in the Semester Learning Plan to obtain evidence of achievement for one or more PIs. Assessment points need not occur at every class meeting. Meetings preceding an assessment point may be used for instruction, practice, formative assessment, feedback, and capability reinforcement.

Every PI must have at least one identifiable piece of performance evidence. In the context of the Management program, performance evidence may take the form of examination answers, business case analyses, financial statement analysis reports, marketing plans, business plans, business model canvases, market research reports, financial models, business simulation reports, policy/decision briefs, managerial presentations, internship reports, scientific articles, or performance observation results.

Performance evidence differs from the assessment instrument: the instrument is the tool given or used to elicit the evidence, such as an examination paper, business case, performance task, project brief, simulation scenario, or observation sheet.

8. Assessment Instruments and Scoring Tools

Assessment instruments are developed from a blueprint that has been mapped to the PIs. Actual questions or tasks need not be included in the body of the plan, but they must be available as part of the course assessment toolkit before the assessment point is conducted.

Scoring guides or rubrics are the tools used to evaluate student performance evidence. For relatively objective or procedural answers - for example, capital budgeting calculations, equity valuation, or demand forecasting - answer keys and scoring guides are used. For performances, products, analyses, presentations, or capabilities requiring judgment - for example, strategic recommendations, business plans, or leadership in teamwork - analytic rubrics with specific performance descriptors are used.

9. The PI Performance Evidence Mark as the Source of Assessment

Setiap bukti kinerja IK dinilai dalam skala 0-100. Nilai ini merupakan sumber bersama untuk grading akademik dan outcome assessment. Dengan demikian, dosen tidak melakukan dua penilaian yang terpisah terhadap pekerjaan mahasiswa.

Untuk asesmen tes/prosedural, nilai bukti IK diperoleh dari proporsi skor yang diperoleh mahasiswa pada bagian instrumen yang mengukur IK tersebut terhadap skor maksimum bagian tersebut. Untuk asesmen kinerja, nilai 0-100 diperoleh dari rubrik analitik dan bobot kriteria yang ditetapkan.

Nilai Bukti Kinerja IK = (Skor yang diperoleh pada bukti IK / Skor maksimum bukti IK) x 100

10. Dua Keluaran Penilaian: Grading dan Outcome Assessment

Aspek	Nilai Akademik Mata Kuliah (Grading)	Pengukuran IK/CPMK/CPL (Outcome Assessment)
Tujuan	Menentukan hasil akademik mata kuliah.	Mengetahui tingkat ketercapaian kemampuan yang ditetapkan.
Sumber	Nilai bukti kinerja IK 0-100 sesuai bobot IK dalam RPS.	Nilai bukti kinerja IK 0-100 yang berasal dari bagian asesmen yang dipetakan ke IK.
Pengolahan	Nilai bukti IK dikalikan bobot IK; seluruh kontribusi dijumlahkan menjadi nilai akhir MK 0-100 dan dikonversi ke huruf mutu.	Nilai bukti IK dikonversi ke skor ketercapaian 1-5 dan direkam pada sistem informasi akademik/outcome.
Hasil	Nilai akhir mata kuliah dan huruf mutu.	Skor IK dan hasil pengolahan ketercapaian CPMK/CPL.

Satu asesmen dapat digunakan untuk kedua fungsi tersebut. Nilai total asesmen tidak otomatis menjadi skor seluruh IK. Jika satu asesmen mengukur beberapa IK, nilai bukti setiap IK dihitung secara terpisah berdasarkan bagian instrumen atau kriteria penilaian yang secara khusus mengukur IK tersebut.

11. Skala Ketercapaian Indikator Kinerja (IK)

Sebagai aturan teknis Program Studi untuk menyatukan nilai bukti kinerja dengan skala ketercapaian outcome, nilai bukti kinerja IK 0-100 dikonversi sebagai berikut:

Nilai Bukti Kinerja IK	Skor IK	Kategori Ketercapaian
86-100	5	Sangat Tercapai

Each piece of PI performance evidence is marked on a 0-100 scale. This mark is the shared source for both academic grading and outcome assessment. Consequently, lecturers do not carry out two separate evaluations of the same student work.

For test-based or procedural assessments, the PI evidence mark is derived from the proportion of the score the student obtains on the portion of the instrument measuring that PI relative to the maximum score for that portion. For performance assessments, the 0-100 mark is derived from the analytic rubric and the established criterion weights.

PI Performance Evidence Mark = (Score obtained on the PI evidence / Maximum score for the PI evidence) x 100

10. Two Assessment Outputs: Grading and Outcome Assessment

Aspect	Course Academic Mark (Grading)	PI/CLO/GLO Measurement (Outcome Assessment)
Purpose	To determine the academic result of the course.	To determine the level of achievement of the defined capabilities.
Source	PI performance evidence marks (0-100) according to the PI weights in the plan.	PI performance evidence marks (0-100) derived from the assessment components mapped to each PI.
Processing	PI evidence marks are multiplied by PI weights; all contributions are summed into a final course mark (0-100) and converted into a letter grade.	PI evidence marks are converted into achievement scores of 1-5 and recorded in the academic/outcome information system.
Result	Final course mark and letter grade.	PI scores and the processed CLO/GLO achievement results.

A single assessment may serve both functions. The total assessment mark does not automatically become the score for all PIs. If one assessment measures several PIs, the evidence mark for each PI is computed separately based on the portion of the instrument or the assessment criteria that specifically measure that PI.

11. Performance Indicator Achievement Scale

As a Study Program technical rule for aligning performance evidence marks with the outcome achievement scale, PI performance evidence marks (0-100) are converted as follows:

PI Performance Evidence Mark	PI Score	Achievement Category
86-100	5	Highly Achieved

76-85	4	Tercapai
60-75	3	Cukup Tercapai
55-59	2	Kurang Tercapai
< 55	1	Tidak Tercapai

Konversi ini digunakan untuk outcome assessment dan tidak menggantikan tabel konversi nilai akhir mata kuliah ke huruf mutu yang berlaku di universitas.

12. Kriteria Kategori Ketercapaian CPL (Skala 4)

Pada tingkat Program Studi, ketercapaian CPL dinyatakan sebagai persentase mahasiswa yang mencapai atau melampaui ambang penguasaan pada mata kuliah pendukung CPL tersebut. Ambang penguasaan ditetapkan pada skor IK minimal 3 (Cukup Tercapai) atau nilai bukti kinerja minimal 60.

Skala	Kategori	Kriteria Ketercapaian
4	Sangat Tercapai	lebih dari atau sama dengan 85%
3	Tercapai	75-84%
2	Cukup Tercapai	60-74%
1	Belum Tercapai	kurang dari 60%

Standar minimal ketercapaian CPL: kategori 3 (Tercapai). Artinya, suatu CPL dinyatakan memenuhi target apabila persentase ketercapaiannya sekurang-kurangnya 75%.

13. Penggunaan Rubrik Analitik

Rubrik analitik digunakan apabila bukti kinerja memerlukan penilaian kualitas pada beberapa kriteria. Rubrik sekurang-kurangnya memuat kriteria/aspek yang relevan dengan IK, deskriptor kualitas kinerja, dan bobot kriteria jika diperlukan. Rubrik dapat menggunakan lima tingkat kinerja yang ekuivalen dengan kategori ketercapaian IK, namun tetap harus menghasilkan nilai bukti kinerja 0-100 untuk keperluan grading dan konversi outcome.

Kriteria/IK	5 - Sangat Tercapai	4 - Tercapai	3 - Cukup Tercapai	2 - Kurang Tercapai	1 - Tidak Tercapai
Kinerja yang diukur	Utuh, tepat, konsisten, dan	Memenuhi kriteria dengan	Kemampuan pokok tampak, tetapi belum	Hanya sebagian kemampuan tampak dan	Kemampuan yang dipersyaratkan

76-85	4	Achieved
60-75	3	Moderately Achieved
55-59	2	Partially Achieved
< 55	1	Not Achieved

This conversion is used for outcome assessment and does not replace the university conversion table for final course marks into letter grades.

12. GLO Achievement Category Criteria (4-Point Scale)

At the study program level, GLO achievement is expressed as the percentage of students who reach or exceed the mastery threshold in the courses supporting that GLO. The mastery threshold is set at a PI score of at least 3 (Moderately Achieved) or a performance evidence mark of at least 60.

Scale	Category	Achievement Criterion
4	Highly Achieved	85% or above
3	Achieved	75-84%
2	Moderately Achieved	60-74%
1	Not Yet Achieved	below 60%

Minimum standard of GLO achievement: category 3 (Achieved). That is, a GLO is deemed to have met its target when its achievement percentage is at least 75%.

13. Use of Analytic Rubrics

Analytic rubrics are used when performance evidence requires quality judgments across several criteria. At minimum, a rubric contains criteria relevant to the PI, performance quality descriptors, and criterion weights where necessary. Rubrics may use five performance levels equivalent to the PI achievement categories, but they must still yield a 0-100 performance evidence mark for grading and outcome conversion purposes.

Criterion/PI	5 - Highly Achieved	4 - Achieved	3 - Moderately Achieved	2 - Partially Achieved	1 - Not Achieved
Performance measured	Complete, accurate, consistent, and fully	Meets the criteria with	Core capability is evident but not yet consistent, or	Only part of the capability is evident and there	The required capability cannot

	melampaui/sepenuhnya memenuhi kriteria.	kekurangan minor.	konsisten atau masih ada kekurangan.	terdapat kekurangan mendasar.	belum dapat ditunjukkan.

Deskriptor umum tersebut harus diganti dengan deskriptor yang spesifik terhadap kinerja pada IK masing-masing mata kuliah.

14. Jika Satu IK Diukur melalui Beberapa Bukti

Apabila satu IK diukur melalui beberapa bukti, RPS harus menetapkan fungsi dan bobot masing-masing bukti sebelum pembelajaran. Penggabungan dilakukan pada skala nilai bukti kinerja 0-100 agar informasi tidak hilang akibat konversi kategori yang terlalu dini. Setelah nilai bukti akhir IK diperoleh, barulah dilakukan konversi ke skor IK 1-5.

Nilai Bukti IK Akhir = SUM (Bobot Bukti x Nilai Bukti 0-100) / SUM Bobot Bukti

15. Rumusan CPL Program Studi S1 Manajemen

Kurikulum Program Studi S1 Manajemen menetapkan sembilan CPL yang mencakup ranah Sikap, Pengetahuan, Keterampilan Umum, dan Keterampilan Khusus, selaras dengan KKNI Level 6.

Kode	Ranah	Rumusan CPL
CPL-1	Sikap	Menunjukkan sikap religius, integritas, etika bisnis, tanggung jawab profesional, dan kepedulian sosial dalam praktik keilmuan dan keprofesian manajemen.
CPL-2	Pengetahuan	Menguasai konsep teoretis ilmu manajemen secara umum dan konsep teoretis fungsi manajemen (pemasaran, keuangan, sumber daya manusia, serta operasi) secara mendalam.
CPL-3	Pengetahuan	Menguasai konsep, metode kuantitatif, dan teknik analisis data untuk mendukung pengambilan keputusan bisnis pada berbagai tingkat organisasi.
CPL-4	Keterampilan Umum	Mampu berpikir logis, kritis, sistematis, kreatif, dan inovatif dalam mengidentifikasi serta memecahkan masalah bisnis dan organisasi.
CPL-5	Keterampilan Umum	Mampu berkomunikasi secara efektif, menunjukkan kepemimpinan, negosiasi, dan kerja sama tim dalam lingkungan kerja yang beragam dan lintas budaya.
CPL-6	Keterampilan Umum	Mampu memanfaatkan teknologi informasi dan literasi digital, mengelola pengembangan diri dan karier, serta melakukan pembelajaran sepanjang hayat.
CPL-7	Keterampilan Khusus	Mampu merumuskan, mengimplementasikan, dan mengendalikan fungsi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan pada organisasi bisnis dan non-bisnis.

	meets or exceeds the criteria.	minor shortcomings.	shortcomings remain.	are fundamental shortcomings.	yet be demonstrated.

These generic descriptors must be replaced with descriptors specific to the performance required by each PI in the respective course.

14. When One PI Is Measured Through Several Pieces of Evidence

If a single PI is measured through several pieces of evidence, the Semester Learning Plan must establish the function and weight of each piece before instruction begins. Aggregation is performed on the 0-100 performance evidence scale so that information is not lost through premature conversion into categories. Only after the final PI evidence mark is obtained is it converted into a PI score of 1-5.

Final PI Evidence Mark = SUM (Evidence Weight x Evidence Mark 0-100) / SUM Evidence Weights

15. GLO Formulation of the Undergraduate Program in Management

The curriculum of the Undergraduate Program in Management establishes nine GLOs covering the domains of Attitudes, Knowledge, General Skills, and Specific Skills, aligned with KKNI Level 6.

Code	Domain	GLO Statement
GLO-1	Attitudes	Demonstrates religious values, integrity, business ethics, professional responsibility, and social concern in the scholarly and professional practice of management.
GLO-2	Knowledge	Masters the general theoretical concepts of management science and, in depth, the theoretical concepts of the management functions (marketing, finance, human resources, and operations).
GLO-3	Knowledge	Masters the concepts, quantitative methods, and data analysis techniques that support business decision-making at various levels of the organization.
GLO-4	General Skills	Able to think logically, critically, systematically, creatively, and innovatively in identifying and solving business and organizational problems.
GLO-5	General Skills	Able to communicate effectively and to demonstrate leadership, negotiation, and teamwork in diverse and cross-cultural work environments.
GLO-6	General Skills	Able to make use of information technology and digital literacy, to manage self- and career development, and to engage in lifelong learning.
GLO-7	Specific Skills	Able to formulate, implement, and control the planning, organizing, actuating, and controlling functions in business and non-business organizations.

CPL-8	Keterampilan Khusus	Mampu merancang dan mengembangkan rencana kewirausahaan serta inovasi produk/layanan yang berorientasi keberlanjutan dan berdaya saing.
CPL-9	Keterampilan Khusus	Mampu melaksanakan penelitian/analisis bisnis secara ilmiah dan menyusun rekomendasi manajerial yang dapat dipertanggungjawabkan secara akademik dan etis.

16. Rencana Ketercapaian 9 CPL Program Studi Manajemen

CPL	Target	Metode Pengukuran	Periode Evaluasi	Tindak Lanjut
CPL-1 - Sikap religius, integritas, dan etika bisnis	min. 85%	Rubrik sikap dan profesionalisme, observasi kelas dan kerja kelompok, penilaian proyek/kegiatan, kasus dilema etika, survei pengguna lulusan dan alumni	Setiap semester & tahunan	Penguatan pembelajaran berbasis nilai dan etika bisnis, pembiasaan akademik, serta integrasi good corporate governance dalam mata kuliah
CPL-2 - Penguasaan konsep teoretis manajemen dan fungsi manajemen	min. 80%	Ujian tertulis (UTS/UAS), kuis terstruktur, tugas analitis, studi kasus bisnis, comprehensive test, skripsi/tugas akhir	Setiap semester & tahunan	Penguatan materi inti, integrasi teori-kasus, pemutakhiran bahan kajian, dan review keselarasan CPMK antar mata kuliah rumpun
CPL-3 - Metode kuantitatif dan analisis data untuk keputusan bisnis	min. 80%	Tugas pengolahan data, praktikum statistik/spreadsheet/perangkat analitik, studi kasus berbasis data, proyek riset pasar, ujian aplikatif	Setiap semester & tahunan	Penguatan praktikum berbasis perangkat lunak, penyediaan dataset riil, dan penguatan asesmen berbasis interpretasi hasil
CPL-4 - Berpikir logis, kritis, sistematis, dan inovatif	min. 80%	Tugas pemecahan masalah, analisis kasus bisnis, paper, seminar, presentasi argumentatif, penelitian	Setiap semester & tahunan	Penguatan case-based learning, problem-based learning, dan tugas analitis bertingkat
CPL-5 - Komunikasi, kepemimpinan, dan kerja sama tim	min. 80%	Rubrik presentasi, penilaian kerja kelompok dan peer assessment, simulasi negosiasi/rapat, laporan proyek tim, observasi kepemimpinan	Setiap semester & tahunan	Penguatan collaborative learning, pelatihan komunikasi bisnis, dan pembekalan kepemimpinan melalui kegiatan kemahasiswaan
CPL-6 - Literasi digital, pengembangan karier, dan pembelajaran sepanjang hayat	min. 80%	Proyek digital, portofolio pembelajaran, tugas mandiri, sertifikasi/kursus daring, laporan magang, survei alumni	Setiap semester & tahunan	Peningkatan literasi digital dan informasi, integrasi tools bisnis digital, serta penguatan layanan bimbingan karier
CPL-7 - Implementasi dan pengendalian fungsi manajemen	min. 75%	Project-based assessment, simulasi bisnis, studi kasus terapan, praktik/proyek lapangan, laporan magang (MBKM), penilaian mitra industri	Semester terkait & tahunan	Penguatan project-based learning, simulasi manajerial, kemitraan industri, dan penyelarasan penilaian magang dengan IK

GLO-8	Specific Skills	Able to design and develop entrepreneurial plans and product/service innovations oriented toward sustainability and competitiveness.
GLO-9	Specific Skills	Able to conduct scientific business research/analysis and to formulate managerial recommendations that are academically and ethically defensible.

16. Achievement Plan for the Nine GLOs of the Management Program

GLO	Target	Measurement Methods	Evaluation Period	Follow-Up Actions
GLO-1 - Religious values, integrity, and business ethics	min. 85%	Attitude and professionalism rubrics, classroom and group-work observation, project/activity assessment, ethical dilemma cases, employer and alumni surveys	Every semester & annually	Strengthening values- and business-ethics-based learning, academic habituation, and integration of good corporate governance across courses
GLO-2 - Mastery of management theory and the management functions	min. 80%	Written examinations (midterm/final), structured quizzes, analytical assignments, business case studies, comprehensive tests, final-year thesis	Every semester & annually	Reinforcing core content, integrating theory with cases, updating study materials, and reviewing CLO alignment across courses in the same cluster
GLO-3 - Quantitative methods and data analysis for business decisions	min. 80%	Data-processing assignments, statistics/spreadsheet/analytics-software practicums, data-driven case studies, market research projects, applied examinations	Every semester & annually	Strengthening software-based practicums, supplying real datasets, and reinforcing assessment based on interpretation of results
GLO-4 - Logical, critical, systematic, and innovative thinking	min. 80%	Problem-solving assignments, business case analyses, papers, seminars, argumentative presentations, research	Every semester & annually	Strengthening case-based learning, problem-based learning, and tiered analytical assignments
GLO-5 - Communication, leadership, and teamwork	min. 80%	Presentation rubrics, group-work assessment and peer assessment, negotiation/meeting simulations, team project reports, leadership observation	Every semester & annually	Strengthening collaborative learning, business communication training, and leadership development through student activities
GLO-6 - Digital literacy, career development, and lifelong learning	min. 80%	Digital projects, learning portfolios, independent assignments, certifications/online courses, internship reports, alumni surveys	Every semester & annually	Enhancing digital and information literacy, integrating digital business tools, and strengthening career guidance services
GLO-7 - Implementation and control of the	min. 75%	Project-based assessment, business simulations, applied case studies, field practice/projects, internship	Relevant semesters & annually	Strengthening project-based learning, managerial simulations, industry

CPL-8 - Kewirausahaan dan inovasi produk/layanan	min. 75%	Business plan, business model canvas, proyek kewirausahaan, pitching, studi kelayakan usaha, portofolio produk	Semester terkait & tahunan	Penguatan proyek bisnis nyata, inkubasi usaha mahasiswa, pendampingan mentor, dan kolaborasi dengan ekosistem industri
CPL-9 - Penelitian bisnis dan penyusunan rekomendasi manajerial	min. 75%	Proposal penelitian, artikel ilmiah, analisis data penelitian, policy/decision brief, seminar, sidang skripsi/tugas akhir	Setiap semester & tahunan	Penguatan metodologi penelitian, pembimbingan terstruktur, klinik penulisan ilmiah, dan penguatan etika akademik

17. Ruang Lingkup dan Sumber Data Pengukuran CPL

CPL	Lingkup Capaian	Jumlah MK Pendukung	Sumber Data	Periode
CPL-1	Sikap religius, integritas, dan etika bisnis	38	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-2	Penguasaan konsep teoretis manajemen dan fungsi manajemen	28	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-3	Metode kuantitatif dan analisis data untuk keputusan bisnis	15	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-4	Pemikiran logis, kritis, sistematis, dan inovatif	32	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-5	Komunikasi, kepemimpinan, dan kerja sama tim	18	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-6	Literasi digital, karier, dan pembelajaran sepanjang hayat	10	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-7	Implementasi dan pengendalian fungsi manajemen	20	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-8	Kewirausahaan dan inovasi produk/layanan	6	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik
CPL-9	Penelitian bisnis dan rekomendasi manajerial	4	Skor IK/CPMK pada MK pendukung	Semester; rekap periodik

Jumlah mata kuliah pendukung di atas bersifat ilustratif dan wajib disesuaikan dengan Matriks Mata Kuliah-CPL pada kurikulum yang berlaku.

18. Mekanisme Evaluasi

management functions		reports, industry partner evaluations		partnerships, and alignment of internship assessment with PIs
GLO-8 - Entrepreneurship and product/service innovation	min. 75%	Business plans, business model canvases, entrepreneurship projects, pitching, feasibility studies, product portfolios	Relevant semesters & annually	Strengthening real business projects, student business incubation, mentoring, and collaboration with the industry ecosystem
GLO-9 - Business research and managerial recommendations	min. 75%	Research proposals, scientific articles, research data analysis, policy/decision briefs, seminars, thesis defenses	Every semester & annually	Strengthening research methodology, structured supervision, academic writing clinics, and reinforcement of academic ethics

17. Scope and Data Sources for GLO Measurement

GLO	Scope of Achievement	Supporting Courses	Data Source	Period
GLO-1	Religious values, integrity, and business ethics	38	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-2	Mastery of management theory and the management functions	28	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-3	Quantitative methods and data analysis for business decisions	15	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-4	Logical, critical, systematic, and innovative thinking	32	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-5	Communication, leadership, and teamwork	18	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-6	Digital literacy, career, and lifelong learning	10	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-7	Implementation and control of the management functions	20	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-8	Entrepreneurship and product/service innovation	6	PI/CLO scores in supporting courses	Semester; periodic recap
GLO-9	Business research and managerial recommendations	4	PI/CLO scores in supporting courses	Semester; periodic recap

The numbers of supporting courses above are illustrative and must be adjusted to the Course-GLO Matrix of the applicable curriculum.

18. Evaluation Mechanism

Pengukuran dilakukan pada dua tingkat.

Pertama, evaluasi setiap semester. Evaluasi dilakukan melalui nilai CPMK pada mata kuliah-mata kuliah yang dipetakan terhadap masing-masing CPL. Dosen/tim dosen merekam skor IK setiap mahasiswa sesuai hasil konversi nilai bukti kinerja.

Kedua, evaluasi tahunan tingkat Program Studi. Evaluasi dilakukan dengan mengagregasikan ketercapaian seluruh mata kuliah pengampu CPL. Hasil rekap harus tetap dapat ditelusuri ke mata kuliah, CPMK, IK, dan bukti asesmen yang menjadi sumber data.

Apabila suatu CPL belum memenuhi target, analisis dilakukan secara bertingkat:

CPL > mata kuliah pendukung > CPMK > IK > bukti kinerja > instrumen/penskoran > metode pembelajaran

Penelusuran ini digunakan untuk membedakan masalah yang berasal dari desain outcome, kualitas asesmen, proses pembelajaran, beban belajar, atau distribusi CPL pada kurikulum.

19. Prinsip Keputusan Evaluasi

Skor CPL	Kriteria	Keputusan
min. 85%	Sangat Tercapai	Dipertahankan dan dikembangkan.
75-84%	Tercapai	Dipertahankan dengan perbaikan minor.
60-74%	Cukup Tercapai	Perlu tindakan perbaikan pembelajaran.
< 60%	Belum Tercapai	Perlu evaluasi mendalam terhadap CPMK, metode pembelajaran, asesmen, dan/atau struktur kurikulum.

20. Periode Evaluasi, Analisis, dan CQI

Data ketercapaian IK dikumpulkan pada setiap semester dari mata kuliah yang berjalan. Program Studi melakukan rekap CPL secara periodik sesuai ketersediaan data mata kuliah pendukung. Analisis dilakukan dengan membandingkan hasil aktual terhadap target program dan menelaah distribusi ketercapaian mahasiswa. Hasil analisis menjadi dasar CQI. Tindakan perbaikan dapat berupa:

1. penyempurnaan rumusan CPMK/IK;
2. revisi pemetaan asesmen dan assessment point;
3. perbaikan kisi-kisi instrumen dan rubrik;

Measurement is conducted at two levels.

First, semester-level evaluation. Evaluation is carried out through CLO marks in the courses mapped to each GLO. Lecturers or teaching teams record each student PI score based on the conversion of the performance evidence mark.

Second, annual evaluation at the study program level. Evaluation is carried out by aggregating achievement across all courses that carry the GLO. The recapitulated results must remain traceable to the course, CLO, PI, and assessment evidence that served as the data source.

If a GLO fails to meet its target, analysis proceeds in a tiered manner:

GLO > supporting courses > CLO > PI > performance evidence > instrument/scoring > instructional methods

This tracing is used to distinguish problems originating in outcome design, assessment quality, the learning process, student workload, or the distribution of GLOs across the curriculum.

19. Evaluation Decision Principles

GLO Score	Criterion	Decision
85% or above	Highly Achieved	Maintain and develop further.
75-84%	Achieved	Maintain with minor improvements.
60-74%	Moderately Achieved	Instructional improvement measures required.
below 60%	Not Yet Achieved	In-depth evaluation required of the CLOs, instructional methods, assessment, and/or curriculum structure.

20. Evaluation Period, Analysis, and CQI

PI achievement data are collected each semester from the courses being delivered. The Study Program performs periodic GLO recapitulation according to the availability of data from supporting courses. Analysis compares actual results against program targets and examines the distribution of student achievement. The results of the analysis form the basis for CQI. Improvement actions may include:

1. refining the formulation of CLOs/PIs;
2. revising the assessment mapping and assessment points;
3. improving instrument blueprints and rubrics;

4. penyesuaian metode dan media pembelajaran;
5. penguatan bahan kajian dan referensi;
6. peninjauan beban belajar mahasiswa;
7. penataan kembali pembebanan CPL pada mata kuliah.

Efektivitas tindakan perbaikan dievaluasi pada periode berikutnya melalui siklus Plan - Do - Check - Act.

21. Ketentuan Minimal Penyusunan dan Pelaksanaan RPS

1. Setiap CPMK memiliki IK yang terukur dan satu IK memuat satu kinerja utama;
2. Seluruh IK memiliki sekurang-kurangnya satu bukti kinerja yang dapat ditelusuri;
3. RPS membedakan asesmen formatif dari assessment point sumatif;
4. Bobot nilai akademik ditetapkan pada tingkat IK dan seluruh bobot IK dalam satu mata kuliah berjumlah 100%;
5. RPS menyediakan Matriks Rencana Asesmen IK dan Kisi-Kisi Instrumen Asesmen;
6. Instrumen aktual tersedia sebagai perangkat penilaian sebelum assessment point dilaksanakan;
7. Bukti kinerja dinilai menggunakan kunci jawaban/pedoman penskoran atau rubrik analitik yang sesuai;
8. Setiap IK menghasilkan Nilai Bukti Kinerja 0-100 sebagai sumber grading dan konversi skor IK 1-5;
9. Jika satu asesmen mengukur beberapa IK, nilai bukti setiap IK harus dapat dipisahkan;
10. Jika satu IK diukur melalui beberapa bukti, fungsi dan bobot bukti ditetapkan sejak RPS;
11. Dosen/tim dosen menyimpan instrumen, contoh bukti mahasiswa, hasil penskoran, dan data skor IK untuk keterlacakan;
12. Perubahan asesmen yang memengaruhi pengukuran IK didokumentasikan dan disepakati dalam tim pengampu.

22. Perangkat dan Data Pengukuran

Implementasi pedoman sekurang-kurangnya didukung oleh perangkat dan data berikut:

4. adjusting instructional methods and media;
5. strengthening study materials and references;
6. reviewing student workload;
7. restructuring the assignment of GLOs across courses.

The effectiveness of improvement actions is evaluated in the subsequent period through the Plan - Do - Check - Act cycle.

21. Minimum Requirements for Preparing and Implementing the Semester Learning Plan

1. Every CLO has measurable PIs, and each PI contains a single principal performance;
2. Every PI has at least one traceable piece of performance evidence;
3. The plan distinguishes formative assessment from summative assessment points;
4. Academic mark weights are set at the PI level, and all PI weights within a course total 100%;
5. The plan provides a PI Assessment Plan Matrix and an Assessment Instrument Blueprint;
6. Actual instruments are available as part of the assessment toolkit before the assessment point is conducted;
7. Performance evidence is scored using an appropriate answer key/scoring guide or analytic rubric;
8. Every PI yields a Performance Evidence Mark of 0-100 as the source for grading and for conversion into a PI score of 1-5;
9. If one assessment measures several PIs, the evidence mark for each PI must be separable;
10. If one PI is measured through several pieces of evidence, the function and weight of each piece are set from the outset in the plan;
11. Lecturers/teaching teams retain instruments, samples of student evidence, scoring results, and PI score data for traceability;
12. Changes to assessment that affect PI measurement are documented and agreed upon within the teaching team.

22. Measurement Tools and Data

Implementation of these guidelines is supported at minimum by the following tools and data:

- Matriks Mata Kuliah-CPL dan Matriks Mata Kuliah-CPMK-CPL;
- RPS mata kuliah beserta pemetaan CPMK-IK;
- Rencana Penilaian Mata Kuliah dan Bobot Penilaian IK;
- Matriks Rencana Asesmen Indikator Kinerja;
- Kisi-Kisi Instrumen Asesmen;
- Instrumen aktual berupa soal, kasus bisnis, performance task, proyek, simulasi, atau perangkat asesmen lain;
- Kunci jawaban, pedoman penskoran, dan/atau rubrik analitik;
- Contoh bukti kinerja/pekerjaan mahasiswa;
- Rekap Nilai Bukti Kinerja IK dalam skala 0-100;
- Rekap skor IK 1-5, dokumen ketercapaian CPMK/CPL, serta dokumen analisis dan tindak lanjut CQI;
- Data pendukung tidak langsung: survei kepuasan mahasiswa, survei pengguna lulusan, tracer study, dan masukan mitra industri.

23. Tata Kelola dan Peninjauan Pedoman

Pedoman ini digunakan oleh tim dosen pengampu dan Tim Pengembang Kurikulum Program Studi dalam penyusunan dan review RPS serta perangkat asesmen. Konsistensi pemetaan CPL-CPMK-IK dan rancangan asesmen ditelaah sebelum semester dimulai. Pembagian peran:

Pihak	Peran
Dosen/Tim Pengampu Mata Kuliah	Menyusun RPS, instrumen, rubrik; melaksanakan asesmen; merekam skor IK; menyimpan bukti keterlacakan.
Koordinator Rumpun Keilmuan	Menjaga keselarasan CPMK-IK antar mata kuliah serumpun dan mencegah tumpang tindih asesmen.
Tim Pengembang Kurikulum Prodi	Melakukan review RPS, rekap ketercapaian CPL, analisis kesenjangan, dan penyusunan rekomendasi CQI.
Ketua Program Studi	Menetapkan target, memutuskan tindak lanjut CQI, dan melaporkan hasil kepada fakultas.
Gugus Penjaminan Mutu	Melakukan monitoring, audit mutu internal, dan verifikasi keterlacakan data.

Peninjauan pedoman dilakukan apabila terdapat perubahan regulasi universitas, perubahan mekanisme sistem informasi outcome, revisi kurikulum, atau hasil evaluasi menunjukkan perlunya penyempurnaan. Ketentuan teknis yang belum diatur secara eksplisit oleh universitas,

- Course-GLO Matrix and Course-CLO-GLO Matrix;
- Course Semester Learning Plans together with CLO-PI mapping;
- Course Assessment Plan and PI Assessment Weighting;
- Performance Indicator Assessment Plan Matrix;
- Assessment Instrument Blueprints;
- Actual instruments in the form of examination items, business cases, performance tasks, projects, simulations, or other assessment tools;
- Answer keys, scoring guides, and/or analytic rubrics;
- Samples of student performance evidence/work;
- Recapitulation of PI Performance Evidence Marks on the 0-100 scale;
- Recapitulation of PI scores 1-5, CLO/GLO achievement documents, and CQI analysis and follow-up documents;
- Indirect supporting data: student satisfaction surveys, employer surveys, tracer studies, and industry partner input.

23. Governance and Review of the Guidelines

These guidelines are used by course teaching teams and the Study Program Curriculum Development Team in preparing and reviewing Semester Learning Plans and assessment tools. The consistency of GLO-CLO-PI mapping and assessment design is reviewed before the semester begins. Division of roles:

Party	Role
Lecturers / Course Teaching Teams	Prepare the Semester Learning Plan, instruments, and rubrics; conduct assessment; record PI scores; retain traceability evidence.
Subject Cluster Coordinators	Maintain CLO-PI alignment across courses within the same cluster and prevent assessment overlap.
Study Program Curriculum Development Team	Review Semester Learning Plans, recapitulate GLO achievement, analyze gaps, and prepare CQI recommendations.
Head of Study Program	Set targets, decide on CQI follow-up actions, and report results to the faculty.
Quality Assurance Unit	Conduct monitoring, internal quality audits, and verification of data traceability.

Review of these guidelines is undertaken whenever there are changes in university regulations, changes in the outcome information system mechanism, curriculum revision, or when evaluation results indicate the need for refinement. Technical provisions not explicitly regulated by the

seperti target ketercapaian kelompok mahasiswa, ditetapkan secara formal pada tingkat Program Studi/Fakultas agar tidak ditentukan berbeda oleh masing-masing dosen.

Dokumen ini merupakan draf kerja Program Studi dan perlu disahkan melalui mekanisme rapat Program Studi/Fakultas sebelum diberlakukan.

university, such as cohort-level achievement targets, are formally established at the Study Program/Faculty level so that they are not determined differently by individual lecturers.

This document is a Study Program working draft and requires ratification through a Study Program/Faculty meeting before it takes effect.